

**THE EFFECT OF USING READ-AROUND GROUP (RAG) STRATEGY
TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPHS OF THE SECOND YEAR AT MTS
AL-USMANIYAH BAGAN BATU
ROKAN HILIR REGENCY**



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1435 H/2013 M**

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Thesis

Submitted as Partial of Requirements
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(S.Pd.)



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ABSTRAK

Asmida Wati (2013) : "Pengaruh Penggunaan Strategi Read-Around-Group terhadap Kemampuan Menulis Paragraph Deskriptif pada Siswa Kelas Dua MTs Al-Usmaniyah Bagan Batu Kabupaten Rokan Hilir"

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswanya dalam belajar Bahasa Inggris khususnya dalam menulis paragraf deskriptif. Permasalahannya yaitu beberapa siswa tidak dapat mengembangkan ide-ide mereka dalam menulis paragraf deskriptif dengan baik, mereka tidak tahu bagaimana menulis identifikasi sebuah paragraph deskriptif, tidak dapat mengekspresikan ide-ide mereka dalam menulis deskriptive paragraph, tidak dapat menulis deskriptif paragraf secara berkesinambungan dan melakukan beberapa kesalahan dalam menggunakan *present tense*..

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi Read-Around-Group terhadap kemampuan dalam menulis paragraf deskriptif pada siswa kelas dua di MTs Al-Usmaniyah Bagan Batu Kabupaten Rokan Hilir.

Rancangan penelitian ini adalah *quasi-experimental nonequivalent control group design*. Dalam pengumpulan data, penulis menggunakan *test*, yaitu *pre test* dan *post test* untuk mengumpulkan data pada kemampuan menulis paragraf deskriptif pada siswa kelas dua di MTs Al-Usmaniyah Bagan Batu Kabupaten Rokan Hilir. Kemampuan siswa dalam menulis paragraph deskriptif ini dinilai menggunakan penilaian menulis yang dipakai oleh guru Bahasa Inggris pada sekolah tersebut. Dalam menganalisa data, penulis menggunakan Rumus T-test dengan menggunakan SPSS 17.0 .

Berdasarkan hasil penelitian, Peneliti menemukan bahwa H_0 ditolak dan H_a diterima. Kesimpulannya, kemampuan siswa dalam menulis paragraf deskriptif menggunakan strategi Read-Around-Group tinggi, dan kemampuan siswa dalam menulis paragraf deskriptif tanpa menggunakan strategi Read-Around-Group rendah, serta terdapat pengaruh yang signifikan dari penggunaan strategi Read-Around-Group terhadap kemampuan menulis paragraf deskriptif pada siswa kelas dua di MTs Al-Usmaniyah Bagan Batu Kabupaten Rokan Hilir.

ABSTRACT

Asmida Wati (2013) : “The Effect of Using Read-Around-Group Strategy toward Students’ Ability in Writing DescriptiveParagraph of the Second Year atPrivate IslamicJunior High School Al-Usmaniyah Bagan Batu Rokan Hilir Regency”.

This research was conducted based on the problems faced by students in learning English especially in writing descriptive paragraph. The problems are many of the students could not develop their ideas in writing descriptive paragraph well, they did not know to write identification of descriptive paragraph, They were not able to express their ideas to write descriptive paragraph, They were not able to write a descriptive paragraph coherently and did many mistakes in using simple present tense.

This research was conducted with purpose to know whether there is a significant effect of using Read-Around-Group strategy toward students’ ability in writing descriptive paragraph of the second year at PrivateJunior High School Al-Usmaniyah Bagan Batu Rokan Hilir Regency.

The design of this research was quasi-experimentalnon equivalent control group design. In collecting the data, the writer usedtest, there were pre test and post test to collect the data of ability of the second year students at Private IslamicJunior High School Al-Usmaniyah Bagan Batu Rokan Hilir Regency. The students’ ability in writing descriptive paragraphwas measured by using writing assessment that was used by the English teacher of this school. In analyzing the data, the writer used T-test Formula by using SPSS 17.0

From the research findings, the writer found that H_0 is rejected and H_a is accepted. In conclusion, students’ ability in writing descriptive paragraph by using Read-Around-Group strategy is high, and students’ ability in writing descriptive paragraph without using Read-Around-Group strategy is low, and also there is a significant effect of using Read-Around-Group strategy toward students’ ability in writing descriptive paragraph of the second year at PrivateJunior High School Al-Usmaniyah Bagan Batu Rokan Hilir Regency.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the abilities possessed by learners and teachers in learning English process and it is also an activity that should be learned by the students, especially in English language. In writing, there are many processes such as prewriting, organization, development and so on¹. Writing is not a simple subject, because it needs many aspects that should be considered they are content, organization, vocabulary, language use and mechanics in order to get the best result.

Based on statement above, Kendall and Outey state that the process of writing is virtually the same for all writers. Writers get their ideas from many different sources. They organize what they have to say (on paper, on a computer, or in their heads). They write a draft. They ask what others think. They revise, make changes and clarify their meaning.² It is also supported by Marianne that the kinds of writing in which students will be expected to develop and demonstrate proficiency are another consideration.³ So, the most students write, the most they know what they should do.

¹Joy M. Reid. *The Process of Composition, Second Edition*.Colorado State University : U.S. P. 1

²Juli Kendall, and OuteyKhuon, *Integrated Reading and Writing Lessons for English Language Learners*, Stenhouse Publisher. 2006. P. 6

³MarrianeCelce Murcia.*Teaching English as a Second or Foreign Language*.ThirdEdition.Heinle and Heinle. P. 237

Based on the School-BasedCurriculum (KTSP) of the second year of Islamic junior high school 2006, understanding the meaning of the written text in a simple short functional text is related to close environment.⁴ Meanwhile, descriptive paragraph taught is to tell the meaning of the ideas in the written text of a simple functional short text by using variations of the languages accurately, fluently and it can interact with the close environment.

Islamic junior high school Al- UsmaniyahBaganBatuRokanHilir is one of the privates school that uses SchoolBasedCurriculum in doing learning and teaching English. The technique used by the teachers of English of Islamic junior high school BaganBatuRokanHilir regency in teaching English was called ThreePhaseTechnique. This technique would be done by the teacher with some ways: Firstly, the teacher explains the descriptive paragraph, he gives an example of it, he orders the students to write a descriptive paragraph and lets them, but some of the students are not able to do it. But in fact, although the teacher has big effort, most of the students cannot fulfill the minimum criteria of passing grade determined by school.

Based on writer's observation, writer found that some of the students still have difficulties in English skill, especially in writing descriptive paragraph. These cases are seen from the problems as follows:

1. Some of the students cannot develop their ideas to write a descriptive paragraph well.

⁴BSN.*Standar Isi untukSatuanPendidikDasardanMenengah*. 2006. P. 124

2. Some of the students do not know how to write an identification/introduction of a descriptive paragraph
3. Some of the students are not able to express their description about the topic given.
4. Some of the students are not able to write a descriptive paragraph coherently.
5. Some of the students are not able to implicate simple present tense in a descriptive paragraph.

Based on the problem above, the writer views and concludes that the ability of Islamic junior high school students in writing is far from what is expected from the minimum criteria of passing grade. The writer tries to bargain a strategy that is appropriate in learning writing called Read-Around-Group.

Writing descriptive paragraph would be easier and faster to be received and understood by the students. Especially, for Islamic Junior High School AL-Usmaniyah Bagan Batu Rokan Hilir regency. If they use the suitable activity to support appropriate sufficient practice. So, in developing writing descriptive paragraph, they must apply an appropriate activity that has to be used by the students in classroom. Therefore, the writer tries to apply a strategy in learning writing by using Read-Around-Group (RAG) strategy.

According to Gossard, through RAG students experience writing as a process, and they discover that good writing rarely springs full-blown from.⁵

By using this strategy, the students are hopefully able to write clearly, particularly in writing descriptive paragraph. Therefore, the writer was interested in investigating this problem, by conducting a research entitled ‘ ‘ **The effect of using Read-Around-Group(RAG) strategy toward students’ability in writing descriptive paragraph of the second year at islamic junior high school Al-Usmaniyah Bagan BatuRokan Hilir regency.**

B. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definition of the key terms, they are as follow:

1. According to Rey John Castro⁶, a paragraph is a piece of writing that consists of several sentences. A paragraph should always have complete, correct, and concise sentences. As well it should be easy to read and well organized. The paragraph itself should focus on one subject, theme, or central idea.
2. Ability is physical or mental power or skill needed to do something. It means that it is capability of the students in writing a descriptive paragraph.
3. According to Jack C. Richards, effect is measure of the strenght of one variable’s effect on another or the relationship between two or more

⁵JenneGossard.Using RAG to Establish Criteria for Good Writing: In Practical Ideas for Teaching Writing as a process. Sacramento: California State Department of Education.P. 148

⁶Rey John Castro. English and Literature.Retrieved on June 8th 2012

variables⁷. In this research, effect is the results got by the students at MTs Al-Usmaniyah in learning process of descriptive paragraph.

4. According to Annete Vasques, read-around-group (RAG) is one way that students can receive peer feedback on their papers and offers feedback to others.⁸
5. According to Nation, writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.⁹
6. According to Penny, writing is to express the ideas; it means the writer will convey the ideas in written form; so the ideas must be understandable by the reader¹⁰
7. According to Oshima, Alice and Ann Hogue, Descriptive paragraph is the paragraph about appeals to the sense, so it tells how something looks, feels, smells, tastes, and sounds. A description usually follows a pattern of organization that we call spatial order is the arrangement of things in space.¹¹

Based on the definition above, the writer concludes that writing a descriptive paragraph by using Read-Around-Group is the activities of the students to do with some process such as give and respond to others group in order to express their ideas in a paper, especially in writing a descriptive paragraph.

⁷Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition. (New York: Pearson Edition, 2002). P.175

⁸ ibid

⁹Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009). P.1

¹⁰Penny Ur. *A Course in Language Teaching*. (United state of America: Cambridge University. 2003). P. 163

¹¹Oshima, Alice and Ann Hogue. 2007. *Introducing to Academic Writing*. Third Edition. New York: Pearson Edition. P. 60

C. Problem

Based on phenomena illustrated in the background above, it is very clear the students at the second year of junior high school Al-UsmaniyahBaganBatuRokanHilir regency still have a lot of problems especially in term of producing the descriptive paragraph of writing skill.

1. Identification of the problem

Based on the problems depicted in the background of the problem, the problems of this research are identified as follows:

1. Why are not some students able to develop their ideas in writing a descriptive paragraph?
2. Are the students able to write identification of a descriptive paragraph?
3. Are the students able to express their ideas of a descriptive paragraph?
4. What makes some of the students unable to connect between identification and description of a descriptive paragraph on writing ability?
5. Is there any significant effect on the students' descriptive paragraph in writing ability taught by using Read-Around –Group and those who are not.

2. Limitation of the problem

Referring to the identification of the problems stated above, it is clear that they are many problems in this research, thus, the problems of this research focus on the effect of using Read-around-group (RAG) strategy toward students' ability in

writing descriptive paragraph of the second year at islamic junior high school Al-Usmaniyah Bagan BatuRokan Hilir regency.

3. Formulation of the problem

Based on the problem limited above,these research questions were formulated into the following research questions:

1. How is the students' ability in writing a descriptive paragraph taught by using Read-Around-Group (RAG) of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency?
2. How is the students' ability in writing a descriptive paragraph taught without using Read-Around-Group (RAG) of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency?
3. Is there any significant effect of using Read-Around-Group (RAG) strategy toward students' ability in writing a descriptive paragraph of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency?

D. Reason for Choosing the Tittle

The reason why the writer is interested in conducting a research on the tittle above are based on several considerations:

1. The problem of this research is very crucial to be researched because the use of strategy in teaching English as a foreign language is required today.
2. The tittle of this research is relevant with the status of the writer as a student of the English education department.

3. The title of this research is not yet investigated by any other researchers.
4. The writer is able to investigate the research problems, especially in terms of time, energy, distances and finances.

E. Objective and Significance of the Research

1. Objective of the Research

Based on the Research questions formulated above, the objectives of this research are as follows:

- a. To get the information of the data about the students' ability in writing paragraph by using Read-Around-Group (RAG) strategy.
- b. To get the information of the data about students' ability in writing a descriptive paragraph by using Ordinary strategy.
- c. To get the significant effect of using Read-Around-Group (RAG) strategy toward students' ability in writing a descriptive paragraph of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency.

2. Significance of the Research

The significance of this research are as follows :

- a. These Research findings are hopefully contributing the writer as a novice researcher in term of learning research.
- b. These research findings are also expected to give the positive contribution related to the process of teaching and learning English, Especially in term of the effect of using Read-Around-Group (RAG) strategy toward students'

ability in writing a descriptive paragraph of the second year at islamic junior high school Al-usmaniyah Bagan Batu Rokan Hilirregency.

- c. Finally,these Research findings are also expected to be practiced in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned in the field of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Writing Ability

a) Definition of Writing Ability

Most of the people have certain ways to convey and deliver their message in communication. One of the ways in communication is writing. Hughey et. al., stated that writing is a transcription of composing idea: it is not the product of thought, but it is actualization and dramatization’’¹

According to Nation, writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.² Nunan also states that writing can be defined by a series of contrasts:³

- a) It is a physical and a mental act. Writing is the mental act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader.
- b) It is both to express and impress. The writer serves two masters: themselves and their own desire to express and idea or feeling and

¹ Hughey, B Jane et al. *Teaching ESL Composition: Principle and Techniques*. (Massachusetts: Newbury House Publisher, inc.1983), P. 38

² Nation, *Teaching EFL/ESL Reading and Writing*. (New York: Routledge. 2009), P. 1

³ David Nunan. *Practical English Language Teaching*. (New York: McGraw Hill.2003), P. 88

readers who need to have ideas expressed in certain ways. Then choose the best form for their writing.

- c) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads are the process. Meanwhile, what the audience sees is a product.

Based on the definitions above, the writer concludes that writing is a process of activities, which includes thought and mental efforts. In writing, the writer does not only know how to write something, but also should work the other skills such as listening, speaking, and reading.

b) The Components of Writing

There are some necessary components of writing. Some experts have some ideas about it. According to Jacob⁴, there are five components of writing, they are:

- a. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

- b. Organization

Fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive. An essay is coherent if its paragraph is woven together or flown into each other. Which lack of unity or orderly movement will not be coherent, since

⁴Jacobs, L; et al, Testing ESL Composition: A Practical Approach. Rowley, Massachusetts: Newbury House Publisher, inc, 1981, p. 90.

readers cannot move easily from one paragraph that has no clear relation to the first.

c. Vocabulary

In writing, there should be sophisticated ranged, effective word idiom, word word choice, and its usage.

d. Language Use

Grammar or a language is a description of speaking and writing habits of the people who use it. In composing paragraph or texts, the knowledge of grammar is very important. Without them, writers will not be able to use it, so the readers may not catch points of writers' message.

e. Mechanics

Essay writing is mechanically good if the writer demonstrates mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also handwriting.

c) Writing a Paragraph

a. Definition of paragraph

According to Syafi'i, paragraph is a unit of information in writing that is unified by a central idea.⁵ Zainil states that understanding paragraph can be used as a comprehensible input through patterns and paragraph components (topic, topic sentence, supporting details, and transitions).⁶ Rey says that paragraph is a piece of writing that consists

⁵M. Syafi'i S, M. FauzanAnsyari, and JonriKasdi. *The Effective Developments: The Process of Writing for Classroom Setting*. Pekanbaru. 2007. P.1

⁶Zainil. *Action Functional Model: Teacher's Guide for intermediate Students*. Padang. 2006. P.

of several sentences. A paragraph should always have complete, correct, and concise sentences. The same opinion is also stated by Arnaudet that paragraph is a group of sentences which develop one central idea; the central idea is usually stated in topic sentence⁷; and, every sentence in the paragraph must have helped the development of the topic sentence.

The writer concludes that paragraph is a piece of information which consists of some sentences that have some criterias such as topic sentence, supporting sentences, and concluding sentence. It also can give information, explain something, tell about opinion and so on. A paragraph is a group of the sentences that describes about some characteristics such as things, person, events, place etc. it is supported by Dorothy E. Zemach and Carlos that a paragraph is a group of about 6-12 sentences about one topic. All of the sentences explain the writer's main idea about that topic⁸

b. Kinds of Paragraph

Paragraphs are the building blocks of every essay, story or thesis. Many paragraphs have the basic structure of a topic sentence, supporting sentences and a concluding sentence. Different kinds of

⁷Martin L. Arnaudet, Paragraph Development [Electronic Version], 1981, P. 1. <http://www.library-nu.com>. Retrieved April 7th, 2012.

⁸Dorothy E. Zemach and Carlos Islam, *Paragraph Writing: From Sentences to Paragraph* [Electronic Version], 2005, P. 9. <http://www.library-nu.com>. Retrieved on April 15th 2011

paragraphs express different meanings and cause different emotional responses in the reader. Using different types of Paragraphs when writing a story helps structure your writing and make the story more interesting. There are some kinds of paragraph⁹:

1. Expository

An expository paragraph explains information. It may compare, contrast, list, summarize or discuss different types of information. It means that expository paragraph just gives the information without inviting the readers.

2. Descriptive

Descriptive paragraph is a text used to describe something or someone.¹⁰ It tells how a person or a thing appeared to the senses that are how it looked, felt, smelled, tasted, and sounded.¹¹

When writing descriptively, engage as many of the five senses as possible. A descriptive paragraph should paint a mental picture of the person, object or situation, including the emotions involved. Identify the focus of the paragraph in the topic sentence. A descriptive paragraph is a text which lists the characteristics of something. The topic is usually about the attributes of things, and third person pronoun forms are used. It

⁹ Kinds of paragraphs | ehow.com <http://www.ehow.com/info 8635512 kinds - paragraphs.html#ixzz2JWakohoj> Retrieved on may 16th 2012.

¹⁰ Elang Yudiantoro. 2010. *Ringkasan Bahasa Inggris*. Jakarta: Gagas Media. P. 19

¹¹ Alice Savage and Patricia Mayer. *Effective Academic Writing 2*. New York: Oxford University Press. P. 33

is also stated by Syafi'i et al, Descriptive is used to tell what the subject looks, sounds, feels, tastes, and smells like.¹²

Descriptive paragraph is difficult enough to be learned by the students. Descriptive is a type of paragraphs functioning to describe particular person, place, or thing. John states that descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.¹³ Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹⁴

According to Hogue, descriptive paragraph is a paragraph that tells reader how something looks, feels, smells, tastes, and sounds.¹⁵ It is also supported by Syafi'i et al, descriptive is used to tell what the subject looks, sounds, feels, tastes, and smells like. They stated that there are two kinds of descriptive paragraph¹⁶:

1) Description of a place

A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into considerations: (1) the location of the objects in the rooms should be clear, (2) the details should be arranged logically and semantically so that

¹²Ibid. P. 43

¹³ John Schacter. *The Master Teacher series Descriptive writing*.2007.P.5

¹⁴<http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>

¹⁵Hogue.*First Step in Academic Writing*.White Plains, NY : Addison Wesley Longman.1996.P.70

¹⁶ Ibid, pp. 18-19

it is easy for the reader to visualize the description in her mind, and (3) most importantly is that there should be a controlling idea that gives the paragraph a focus.

2) Description a person

In describing a person, the writer can describe a person's appearance of many ways such as his/her clothes, manner of speaking, color and style of hair and so on.

According to Sudarwati et al.¹⁷, the followings are the features of descriptive text:

1. Purpose

Purpose of descriptive text is to describe a particular person or thing.

2. Generic structure of Text Organization

Identification: Mention the name, occupation, profession and career.

Description : Mention the physical features, the way he she dresses and his/her personality

3. Language Features

- a. The use of adjectives and compound adjectives.
- b. The use of linking verbs
- c. The use of attributive has and have.

¹⁷Sudarwati and EudiaGrace. *Look Ahead An English Course for Senior High School students Year x*. 2005. P. 135

It is also supported by Knapp and Watkins the Grammatical features of descriptive paragraph¹⁸ when describing things from a technical or factual point of view, the present tense is used. Second, descriptive paragraph uses relational verbs when classifying and describing appearance/qualities and parts/functions of phenomena. Third, it uses action verbs when describing behaviors/uses. Fourth, adjectives are used to add extra information to nouns. Fifth, adverbs are used to add extra information to verbs to provide more detailed description. Sixth, adverbial phrases are used in descriptions to add more information about manner, place or time.

By knowing generic structures and language features of descriptive paragraph above, the writer concludes that descriptive paragraph is one of the texts that has function to describe a particular place. Person, and thing and it can help the teachers and students to arrange a descriptive paragraph well.

2. Narrative

A narrative paragraphs helps tell a story. It should express the chronology of a specific event and give enough information that the reader can understand not only the order of the event but the entire event itself.

3. Persuasive

Persuasive paragraphs are intended to gain the reader's support concerning a specific topic. As stated by Kate Grenville that this type of

¹⁸ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press, 2005), P. 67. (Retrieved from <http://library.com.au> may 13, 2012)

writing might include your opinion, but as part of logical case backed up with evidence, rather than just as an expression of your feeling.¹⁹

4. Argumentative

Argumentative is a paragraph in which you agree and disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right.

5. Recount

Recount is where a speaker or writer tells of an event she or he experiences. The story is happened on writer itself.

6. Report

Report is a form of writing that provides information. It is similar to article but has a more formal, factual style, and each kind has its own special format and features. It is usually based on researched facts or on accurate details.

7. Procedure

Procedure paragraph informs the reader about how to do something. It gives detailed instructions that the reader should follow into action.

d) The Characteristics of a Good Paragraph

A good paragraph should have three major structural parts as what have been clearly stated by Oshima and Hogue as follows²⁰:

¹⁹ Kate Grenville, Writing from start to Finish: A six steps-Guide [Electronic Version], 2001, P. 2. [http://www. Library-nu.com](http://www.Library-nu.com). Retrieved on July 12th, 2012.

1. Topic sentence

Topic sentence is a sentence which states main idea of the paragraph. Topic sentence not only states the topic but also controls or limits the topic so that it can be discussed completely in the space of single paragraph. Topic sentence, therefore, can be further divided into two:

a. *Topic Idea*

Topic idea states the topic of the paragraph

b. *Controlling Idea*

Controlling idea limits the topic

2. Supporting Sentences

Supporting Sentences are sentences that develop topic sentence or main idea. They explain the topic sentence by giving reasons, examples, facts, and statistics, quotations, etc.

3. Concluding Sentence

Concluding Sentence is a sentence in which the writer concludes the paragraph in order to give the reader with important points to note. Instead of having these three major structural parts, a good paragraph should also possess two additional elements:

a. Unity

Unity means that all of the supporting sentences develop or discuss the main idea stated in the topic sentence of the paragraph.

b. Coherence

Coherence means that the paragraph is easy to read and understand because supporting sentences are organized in logical order and the use of appropriate transition signals.

It is also supported by Boardman and Freedenberg that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding

²⁰Oshima and Hogue. *Characteristics of Good Paragraph*. New York: Pearson Edition. 1983. P. 3

sentence.²¹ Well-organized paragraph has these components that should be stated in order to produce a qualified paragraph.

First, topic sentence tells what topic the paragraph is going to discuss. It is general statement of the paragraph. It has two parts: a topic and controlling idea. The topic names the subject of the paragraph. the controlling idea tells what the paragraph will say about the topic. A topic sentence is neither too general nor too specific.

Second, paragraph is the supporting sentences. Supporting sentences give details about the topic. They explain the topic by giving more information about it. Supporting sentences consist of two kinds: major supporting sentences. The main function of supporting sentences is to provide the reader with evidence that idea expressed in the topic sentence is true.

Third is concluding sentence. It summarizes the main points or restates the topic sentence in different words. It signals the end of the paragraph and reminds the reader of the main idea. The concluding sentence gives the same information as the topic sentence, but the information is expressed in a different way.

In addition, Syafi'i, et. al., stated that there are four characteristics of a good paragraph. First, unity means that all of the sentences in paragraph

²¹ Cynthia A. Boardman and Jia Freedenberg, *Writing to Communicate 2: Paragraphs and Essays*, Third Edition (New York: Pearson Education, Inc., 2008)P. 3 (Retrieved from <http://en.bookfi.org/on> February 5, 2012)

discuss only one main idea and every supporting sentence must directly explain or prove the main idea which is stated in the topic sentence. Second, coherence means that the parts of the paragraph is logically connected. The third is capitalization and punctuation. They are necessary to make sentences meaning clear. And the last is comma rules that are used within a sentence to separate words, phrases, or clauses in a series.

In conclusion, the characteristics of a good paragraph must be related to unity, coherence and the others. Each part of them is very crucial to determine or measure a good paragraph.

According to Sudarwati et al.²², the followings are the features of descriptive text:

1. Purpose

Purpose of descriptive text is to describe a particular person or thing.

2. Generic structure of Text Organization

Identification: Mention the name, occupation, profession and career.

Description : Mention the physical features, the way he/she dresses
and his/her personality

3. Language Features

- a. The use of adjectives and compound adjectives.
- b. The use of linking verbs
- c. The use of attributive has and have.

²²Ibid

c) Writing descriptive paragraph

The students need to know for what they write in order to be easier in developing their ideas. By knowing the goal of descriptive paragraph students will be easy to decide the technique to achieve good writing. One of the goals of paragraph is to describe a particular place, person, thing and so on.²³

In writing a descriptive paragraph, the writer should know about the concepts about of writing a descriptive paragraph. The concept of writing a descriptive paragraph includes generic structures and language features of the paragraph. Generic structures of descriptive paragraph are as follows²⁴:

- a. Identification : Mention the special participant
- b. Description : Mention the part, quality, and characteristics of the subject being described.

There are three lexicogrammatical features of descriptive paragraph as follows:

- 1). Focus on specific participants
- 2). Use of adjectives and adverbs
- 3). The use of simple Present Tense

By knowing the concept of the descriptive paragraph the students would be easier to convey their ideas in a paper. They would be able to analyze a descriptive paragraph.

²³Emalia Iragilitiati and Maria Anunsiata, et al. *Interactive English Junior High School Grade VII*. Jakarta. 2009. P. 66

²⁴Ibid. P.172

2. The Concept of Read-Around-Group Strategy

a. Definitions of Read-Around-Group Strategy

Gossard states that Read-Around-Group (RAG)²⁵ approach gives students the opportunity to read and respond to each other's writing at several stages in the process of any assignment. For example they read each other's first drafts to discover how other solved the problem of finding a subject and getting started. They read second and third drafts to note progress in shaping the paper according to criteria establish in discussions of earlier drafts. Writing is a part of skills besides speaking, reading and listening. It is a productive skill that uses language symbols and to express feelings and need. The writer can set the limits that are the little shorter than necessary to keep students on task. Emphasize that it is okay they do not read each piece in its entirety as long as they get a feel for the paper. stick to the time limits and call them out. RAGs may not go smoothly the first time you try it but will be easy to accomplish once students are used to the procedure.

Annete pointed that Read-Around-Group strategy (RAG)²⁶ are one way that students can receive peer feedback on their papers and offers feedback to others. They are nonthreatening, thanks to

²⁵J. Gossard in Antony Seow, *How to Respond to Students Writing*. Institute of Education. Singapore: 1986. P. 132

²⁶ Ibid

anonymous nature, and they can be used to accomplish a variety of tasks. For students to participate, each student must have a draft of a paper they have written.

Carrie Perry Read-Round-Groups (RAGs)²⁷ is a fantastic way to get students to read a lot of papers in a short amount of time. Dianne says that Read-Around-Group provides students with a ‘real audience’ of their peers, and it creates them the personal motivation to rethink and rework a piece of writing.

In short, the writer concludes that RAGs as strategy in teaching writing a descriptive paragraph is appropriate and effective to be applied in teaching English. Especially, in writing a descriptive paragraph.

b. The advantages of Read-Around-Group

Annete et. al,²⁸. state that for ELLs there are many advantages to RAGs :

1. They get to see the type of writing that their peers are doing
2. They are not held accountable for reading entire papers
3. They get to practice their speaking and listening skills as they negotiate the selection of the best paper from each group
4. They make even have their paper selected, which will boost their confidence.

²⁷ Carrie Perry. Read-Around-Groups: A Structured Cooperative Learning Activity the Real Works. [Electronic Version], http://www._nu.com. Retrieved on September 19th

²⁸ Ibid

According to Gossard,²⁹ there are many advantages of using Read-Around-Groups. For the students, the following advantages are most important:

1. Writing for, and getting response from a ‘real audience.
2. Gaining useful ideas, approaches, and perspectives from reading and hearing other students’ writing.
3. Sharpening editing skills.
4. Revising their papers several times before having them graded.
5. Knowing where they stand in relation to other students.
6. Gaining a clearer understanding of writing as process.

For the teacher, these advantages stand out:

1. Students write more often, but the teacher does not read more papers.
2. Gross errors decline significantly with each revision following a RAG session and discussion.
3. Papers are better written and more interesting to read.
4. Students learn to evaluate their own and other’ work.
5. Students have fewer complaints about grades.
6. Students’ handwriting improves. This last phenomenon occurs when students with good ideas but poor handwriting realize that their papers are being passed over in the choosing process because they are too hard to read.

c. The Procedures of Read-Around-Group Strategy

In applying a strategy, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Longman Dictionary of language teaching and

²⁹ Jenne Gossard.Op. Cit., PP.150-151

applied linguistic says that procedure is a model of skill learning involving a progression from a controlled stage.³⁰ Related to that meaning, in this paper the writer would like to force that procedure in this case as the steps that must be done by the students in following listing technique process.

According to Annete³¹, there are some ways that teacher should consider to use RAG strategy to stimulate conversation in the classroom:

1. Place students in group of four
2. Have each group to select a leader to collect papers and pass them to the next group and a recorder who will keep track of the best paper in each set of papers read.
2. Begin the activity, the group collects all of the papers of its own members and passes them to the group to the right.
3. Give the groups a specific task to perform.
4. Ask group leaders to accept the papers from the group on the left and pass them out to the members of their own group.
5. Continue this process until each group has read every set of papers it has been received (spending 45 seconds on each).
6. Give the group time to read the papers of their own members, but do not ask them to rate them.
7. By the time this activity is finished, each person in the RAGs will have read the paper of every other class member.
8. Then calls on the recorder from each group to report the numbers of the papers that are voted best.

³⁰Ibid. p. 421

³¹ Ibid

9. Ask the writers of the two or three most selected papers to share their writing with the class.
10. Ask the class why they think that paper is chosen as one of the favorites. After each paper is read aloud.
11. Have the class select the three most important characteristics listed and use those characteristics to create a rubric for revising the pieces of writing from this RAGs session.
12. Once the revision process is completed, students may want to participate in another RAGs session.
13. Once the revision process is completed, students may want to participate in another RAGs session.

Gossard stated that the procedures of RAGs have some considerations:³²

1. Students should use code numbers instead of names on their papers to reduce anxiety by pre-serving anonymity.
2. Group should be as nearly equal in size as possible.
3. Appoint a leader and a recorder in each group; define their Duties clearly.
4. Give the group a specific task to perform in a strictly limited amount of time.
5. Keep close track of time.
6. Set up a simple system for accomplishing the task when reading a class set my students follows this system:
 - a. Group leader collect papers from their own group members and at my signal pass the set to the next group in a counter clockwise direction.
 - b. Students read each paper in the prescribed time.

³² Ibid. P. 150

- c. When the set has been read (I keep a tally as I time the reading so that I know when each set finished) I tell the groups to choose the best paper, reminding them of the specific criteria for that day.
 - d. Recorders write the number of the chosen paper on the small slip of paper that I provide for each group. Leaders then collect the papers and hold them up to signal that their group is finished.
 - e. When all the leaders indicate readiness to continue I say, “change groups” and the leader pass the set on to next group.
7. Do not ask students to choose the best paper from among the papers in their own group; it is the too threatening at least at first.
 8. Keep the papers short for whole-group read-around session; papers longer than two pages can be handled better by being read aloud in a small group, followed by discussion.

Kelly Gallagher stated that the procedures of RAGs are:³³

1. Students bring clean drafts to the RAGs. They do not put their names on the paper. Instead, they identify themselves by writing five-digit numbers or code words at the top of their papers.
2. Students are randomly placed in groups of four or five. The papers are collected in one pile for each group. It is better to not have all the best (or worst) writers at the same table.
3. At the start, on the teacher’s signal, the papers are passed from one group to the next. Students do not read papers by members of their own group. Each student receives one paper and reads it for one minute. Not all students will finish all papers, but in one minute they have an opportunity to get a strong feel for the paper.

³³ Kelly Gallagher. Teaching Adolescent writers.<http://Quick Tip Tuesday:Read-Around-Groups>. Com Retrieved on February 6th. 2012

4. At the teacher's signal, papers are passed clockwise within the groups. Each student now has a new paper and has one minute to read the paper. This process is continued until everyone in the group has read all four or five papers.
5. Once everyone in the group has read the set, each group is charged with the task of determining which paper is the "best." They have two minutes to do so. The hope is that this will produce arguments, because it is through these arguments that students think deeply about the merits of good writing.
6. One student in each group is designated as the recorder. This student records the five-digit number or code word of the winning paper
7. Once the winner is recorded, the papers get passed again and the process repeats itself. This is continued until all students have read all papers. Remember, each group is not to score their own papers.

In conclusion, the writer chooses Annette's et.al,. Procedures to be applied to the students in the classroom. Because they make the procedures simply and easier to be understood.

B. Relevant of Related Findings

In 1986, Diane Dowson conducted a research entitled “*Using of Read-Around-Group Strategy to Teach Revising and Editing at the Elementary Level California State Department of Education.*” She found that there was a significant contribution of RAGs strategy to develop students’ ideas at elementary school level fifth grade. She concluded that Read-Around-Group (RAGs) was a powerful tool for teaching these skill.³⁴

Other relevant research was conducted by JenneeGossard (1986) entitled “*Using Read-Around-Groups (RAGs) to Establish criteria for good writing California State Department of Education.*” She concluded that with each reading, the students developed a more precise idea of what they wanted to say, to whom, and how. They experienced writing as a process and they discovered that good writing rarely springs full-blown the author’s brow, but had to carefully shape over a period time.

Both of the researches explain about the effectiveness of Read-Around-Group strategy to invite the students’ ability in writing, especially in revising, editing and also to establishing criteria for good writing by using RAG. Meanwhile, this research tries to improve students’ ability in writing a descriptive paragraph by using Read-Around-Group. Based on previous

³⁴ Diane Dowson. *Using RAGs to Teach Revising and Editing at the Fifth Grade of Elementary Level. In Parctical Ideas for Teaching Writing as a Process.* Sacramento State Department of Education. 1986. P.P. 135-136

researches, Read-Around-Group can be assumed as effective strategy to improve ability in writing descriptive paragraph.

C. Operational Concept

A concept is main element to avoid misunderstanding. Read-Around-Group as independent variable (variable X) for experimental class has some operational concepts that;

1. The Indicators of Teaching Writing Descriptive Paragraph by Using Read-Around-Group Strategy (X variable)

a. Pre-activity

- a) Greetings, praying, and checking students' attendant list.
- b) Telling students about the objectives of study and giving motivation.
- c) The teacher together with the students reviews the aspect of descriptive paragraph includes the purpose, the generic structure and the language features.

b. Whilstactivity

- a) Place students in group of four
- b) Have each group to select a leader to collect papers and pass them to the next group and a recorder who will keep track of the best paper in each set of papers read.
- c) Begin the activity, the group collects all of the papers of its own members and passes them to the group to the right.
- d) Give the groups a specific task to perform.

- e) Ask group leaders to accept the papers from the group on the left and pass them out to the members of their own group.
- f) Continue this process until each group has read every set of papers it has been received (spending 45 seconds on each).
- g) Give the group time to read the papers of their own members, but do not ask them to rate them.
- h) By the time this activity is finished, each person in the RAGs will have read the paper of every other class member.
- i) Then calls on the recorder from each group to report the numbers of the papers that are voted best.
- j) Ask the writers of the two or three most selected papers to share their writing with the class.
- k) Ask the class why they think that paper is chosen as one of the favorites. After each paper is read aloud.
- l) Have the class select the three most important characteristics listed and use those characteristics to create a rubric for revising the pieces of writing from this RAGs session.
- m) Once the revision process is completed, students may want to participate in another RAGs session.

d) Post-activity

- 1) The teacher asks students to collect their writing in the form of descriptive paragraph and share it with their teacher.

2. The indicators of ability in writing descriptive paragraph (Y variable)

Writing a descriptive paragraph as dependent variable (Y) has some compositions;

1. Students are able to write the content of descriptive text.
2. Students are able to write organization that consists of identification and description of descriptive text.
3. Students are able to develop their vocabulary appropriately.
4. Students are able to use language features of descriptive text.
5. Students are able to use spelling and punctuation accurately.

According to Indonesian's standard of Competence and Basic Competence (Ministry of Education, 2012) MTsAL-Usmaniyah Bagan Batu Rokan Hilir Regency³⁵. Learning how to write a good descriptive paragraph is quite important for students because descriptive paragraph can be found not only as short individual text but also as part of other types of text.

³⁵ Tim Penyusun Silabus. English Syllabus of 2nd Grade of MTs Al-usmaniyah. Bagan Batu. Rokan Hilir. 2012

D. Assumptions and Hypothesis

The assumption and hypothesis of this research would be formulated as follows:

1. Assumption

- a. Descriptive paragraph was studied for students of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir Regency, thus it is assumed first semester.
- b. The better Read-Around-Group (RAG) strategy was applied in teaching descriptive paragraph, the better students ability on writing descriptive paragraph would be.

2. Hypothesis

Ha : There is a significant effect of using Read-Around-Group (RAG) strategy toward students' ability in writing a descriptive paragraph of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency.

Ho : There is no significant effect of using Read-Around-Group (RAG) strategy toward students' ability in writing a descriptive paragraph of the second year at Islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research Design

This research was designed as a Quasy experimental research : the pretest-posttest non-equivalent group design.it was involved random assignment of intact groups into treatments, not random assignment of individuals.¹ Because this research used two classess control and treatment. Creswell says that quasy experimental research is types of between group design used in pre-and posttest, posttest only. ² Quasy experiments include assigment, but not random assigment of participants to group. Studying writing program may require the use of Read-Around-Group at second year of islamic junior high school and design one as the experimental group and one as the control group. The model of research design as follows : ³

¹ L. R. Gay and Peter Airasian. *Educational Research*. New Jersey: Prentice Hall Inc. 2000.,P.395

²John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey:Pearson Education: 2008. PP. 310 -317

³Ibid

Table III.1
Pre – Post Test Design

Group	Pretest	Treatment	Posttest
Experimental	T₁	X Using RAGs (Read-Around- Group Strategy)	T₂
Control	T₃	Conventional Strategy	T₄

Where :

T₁ = Pretest (Experimental class)

X = Treatment (Experimental class by using RAGs)

T₃ = Pretest (Control class)

T₂ = Posttest (Experimental class)

T₄ = Posttest (Control class)

B. Time and Location of the Research

This Research began on July to August 2013. The location of this research was conducted at the Second Year of Private Islamic Junior High School AL-Usmaniyah Bagan Batu, Rokan Hilir Regency.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second year students of private islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir in the academic year 2013/2014.

2. Object of the Research

The object of this Research was the effect of using Read-Around-Group (RAG) strategy toward students' ability in writing descriptive paragraph of the second year at islamic junior high school Al-Usmaniyah Bagan Batu Rokan Hilir regency.

D. Population and Sample

The population of this research was the Second year students of MTs AL-Usmaniyah Bagan Batu Rokan Hilir regency. It was five classes. The writer used two classes as samples of this research by using clustering sample; it is a sampling technique involving some groups integrated on the cluster and the sample was taken randomly by using lottery.⁴

⁴ Hartono, Metode Penelitian, Pekanbaru: Zanafra, 2011, P. 52

Table III. 2
The Population and The Sample of the Research

NO	Class	Students			Sample
		Male	Female	Total	
1	VIIA	14	16	30	Experimental Control
2	VIIIB	12	18	30	
3	VIIIC	18	19	37	
4	VIIID	21	10	31	
5	VIIIE	20	13	33	
	Total	85	76	161	

Based on the table above, all the population was 161 students including 85 male students and 76 female students. The sample was 60 students. 30 students were experimental group including 14 male students and 16 female students. 30 students were control group including 12 male students and 18 female students.

E. Techniques of Collecting Data

In this Research, the writer used test to collect the data. The test was used to find out the students' ability in writing a descriptive paragraph. Pre-Test was given before the treatment and post test was given after doing the treatment by using RAG. The pre-test was done in order to determine the students' ability in writing before being taught by Read-Around-Group strategy and post-test

was done in order to determine the influence and the effectiveness of using Read-Around-Group strategy toward students' ability in writing a descriptive paragraph. The teacher provided some topics. Then, the students were asked to write a descriptive paragraph based on the topic that they have chosen. It was intended to obtain the ability in writing a descriptive paragraph of the second year students at private junior high school AL-Usmaniyah Bagan Batu Rokan Hilir Regency. The students' ability in writing a descriptive paragraph was measured by using writing assessment used by the English teacher of Private Junior High School AL-Usmaniyah Bagan Batu Rokan Hilir Regency.

Table III. 3
Writing Assessments

No	Aspect Assessed	Score			
1.	Content	1	2	3	4
2.	Organization a. Identification b. Description				
3.	Vocabulary				
4.	Language features 1. Adjectives 2. Linking verbs 3. Present tense				
5.	Spelling & punctuation				
	Total	20			

Explanation of score

- 1 = incompetent
- 2 = competence enough
- 3 = competence
- 4 = very competence

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

F. Technique of Data Analysis

In analyzing the data, the writer used scores of pre-test and post-test of experimental and control group. This score was analyzed statistically. In this research, the writer used two formulas:

1. Independent sample t-test

The t-test for independent sample was used to determine the first and the second of the formulation of the problem, whether there is probably a significant effect between the means of two independent samples.⁵ Then, when investigating the difference between two unrelated or independent groups on an approximately normal dependent variable it is appropriate to choose an independent sample t-test⁶. In addition, Sofyan Yamin and Heri Kurniawan stated that independent sample t-test is used to compare the mean score from two independent group of sample⁷.

The data were statistically analyzed by using SPSS 17.0 version to know whether

⁵L.R. Gay and Peter Airasian. *Op cit*, P. 484

⁶George E. Morgan, et al. *SPSS For Introductory Statistics*. (New Jersey: Lawrence Erlbaum Associates, Inc, 2004), 136

⁷Sofyan Yamin and Heri Kurniawan. *SPSS Complete: Teknik Analisis Statistik Terlengkap dengan Software SPSS*. (Jakarta: Salemba Infotek, 2011), 51

the result of the research statistically significant. manually, the formula of t-test is as follows⁸:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o = The value of t – obtained

M_x = Mean score of experimental sample

M_y = Mean score of control sample

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

N = Number of the students

After computing T-test, it was necessary to obtain the degree of freedom that was used to determine whether T-score was significant or not. The T- obtained Value was consulted with the value of T- table by using degree of freedom. The formula of degree of freedom is as follows:⁹

$$df = (N1 + N2) - 2.$$

df : The degree of freedom

N_x : The number of students in experimental class

N_y : The number of students in control class

⁸ Hartono, *Statistik Untuk Penelitian*. (Yogyakarta, : Pustaka Pelajar, 2008), P. 178

⁹ Ibid, 212.

If the writer had consulted the t-obtained value with t-table by using degree of freedom, the writer can conclude that if $t_o < t\text{-table}$, H_o is accepted. It means that, there is no significant effect of using Read-Around-Group (RAG) strategy toward students' ability in writing a descriptive paragraph. If $t_o > t\text{-table}$, H_a is accepted. It means that there is significant effect of using Read-Around-Group(RAG) strategy toward students' ability in writing a descriptive paragraph.

g. The Reliability and the Validity of the Test

The tests used had the validity and reliability. A test is said to be valid if it measures accurately what it is intended to measure.¹⁰ In the research, the writer used content validity. According to Sugiyono, content validity is a kind of test that is used to measure achievement and the effect of treatment or program. To measure achievement, the test must be created based on appropriate material, easy to be comprehended or suitable with student's level.¹¹ The test of the research was appropriate to students' knowledge and it was familiar materials with the students' daily life.

Besides, reliability in a quantitative research is essentially a synonym for dependability, consistency, and reliability over time, over instruments and over groups of respondents¹². Ary stated that reliability is the extent to which an

¹⁰ Athur Hughes. *Testing for Language Teachers*. Canada: Cambridge University Press, 2003), p. 26.

¹¹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta. Bandung. 2008. 176

¹² Louis Cohen. *Op Cit*. 146

instrument is consistent in measuring whatever it is measuring¹³. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring¹⁴. It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistently. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

According to Creswell, there are five types of reliability. They are test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, interrater reliability and internal consistence reliability¹⁵. Gay says that “inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges.”¹⁶ In this research, the writer used inter rater reability, because the researcher had two raters in order to assess the students’ writing ability.

¹³Donald Ary, et al. *Introduction to Research in Education*. (Canada: Wadsworth, Cengage Learning, 2006), P. 236

¹⁴L.R. Gay and Peter Airasian. *Op Cit*. P. 169

¹⁵ Jhon.w.cresswell. *Op Cit*. P.170

¹⁶L.R. Gay and Peter Airasian. *Op Cit*. P. 175

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the significant difference between students' ability in writing a descriptive paragraph that were taught by using Read-Around-Group strategy and taught by using the technique that teacher usually used (three-phase-technique).

The data of this research were the score of the students' pre –test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving the test, the students were asked to write a descriptive paragraph. Then the test was evaluated by concerning the five components of writing in that text: content, organization, vocabulary, grammatical features, spelling and punctuation. Each component had its score started from the minimum score; 1 (incompetent), 2 (competent enough), 3 (competent), and 4 (very competent).

B. The Data Presentation

The data of this writing test were the score of the students' improvement from pre-test to post-test for both experimental and control class. The data were collected through the following procedures:

1. The writer asked the students either experimental and control class to write a descriptive paragraph spontaneously without any preparation.

2. The students' writing was collected by using Indonesian scoring guide. They are content, organization, vocabulary, grammatical features, spelling and punctuation.
3. The students' writing results were evaluated by two raters
4. The researcher calculated the scores from the raters and processed it.

1. Data of the Test

- a. Students' Writing Score on Pre Test

1. Experimental class

The table below is about the result of pre-test that was given to the experimental class. In the pretest of experimental class, there was no new technique that the writer did. It was the same as in the pretest of control class.

Table IV.1
The Students' Pre-test Score in Experimental Class

No	Students	Rater 1	Rater 2	Final score
1	Student 1	60	60	60
2	Student 2	56	56	56
3	Student 3	64	56	60
4	Student 4	60	52	56
5	Student 5	60	60	60
6	Student 6	56	56	56
7	Student 7	60	52	56
8	Student 8	60	56	58
9	Student 9	56	52	54
10	Student 10	60	52	56
11	Student 11	56	52	54
12	Student 12	76	52	64
13	Student 13	56	60	58
14	Student 14	52	56	54
15	Student 15	60	52	56
16	Student 16	60	56	58
17	Student 17	52	52	52
18	Student 18	64	60	62
19	Student 19	52	56	54
20	Student 20	72	60	66
21	Student 21	56	56	56
22	Student 22	56	52	54
23	Student 23	52	56	54
24	Student 24	60	60	60
25	Student 25	56	56	56
26	Student 26	52	52	52
27	Student 27	52	52	52
28	Student 28	60	60	60
29	Student 29	56	60	58
30	Student 30	64	56	60
Total		1756	1668	1712
Mean		58.53	55.60	57.07

According to the table above, the writer found that the total score that was evaluated by rater 1 was 17.56, and the mean score was 58.53. Meanwhile, the total score that was evaluated by rater 2 was 16.68 and the mean was 55.60. By

summing up the score from rater 1 and rater 2 then it was divided into 2, the researcher found the total of pretest final score from experimental class was 17.12 and the mean score was 57.07.

Table IV.2
The Distribution of Frequency of Students' Pre Test Score in Experimental Class

Score	Frequency	Percentage (%)
52	3	10.0
54	6	20.0
56	8	26.7
58	4	13.3
60	6	20.0
62	1	3.3
64	1	3.3
66	1	3.3
Total	30	100%

Referring to the table above, it can be seen that there were 3 students who obtained 52 (10.0%), 6 students who obtained 54 (20.0%), 8 students who obtained 56 (26.7%), 4 students who obtained 58 (13.3%), 2 students who obtained 60 (20.0%), 1 student obtained 62 (3.3%), 6 students who obtained 60 (20.0%), and 1 student who obtained 62 (3.3%). 1 student who obtained 64 (3.3%), 1 student who obtained 66 (3.3%) it also shows the total frequency was 30. The highest score was 66, while the lowest score was 52.

2. Control class

Students' writing score of descriptive paragraph in control class before giving the technique can be seen in the following table.

Table IV.3**The Students' Pre test Score in Control Class**

No	Students	Rater 1	Rater 2	Final score
1	Student 1	60	60	60
2	Student 2	52	56	54
3	Student 3	65	54	59
4	Student 4	56	52	54
5	Student 5	60	60	60
6	Student 6	56	56	54
7	Student 7	56	65	60
8	Student 8	56	52	54
9	Student 9	52	52	54
10	Student 10	62	52	57
11	Student 11	52	52	54
12	Student 12	65	60	62
13	Student 13	52	56	54
14	Student 14	52	52	54
15	Student 15	56	60	58
16	Student 16	52	52	52
17	Student 17	60	60	60
18	Student 18	56	52	54
19	Student 19	60	52	56
20	Student 20	52	52	52
21	Student 21	52	56	54
22	Student 22	52	52	52
23	Student 23	60	52	56
24	Student 24	52	52	52
25	Student 25	52	56	54
26	Student 26	60	52	56
27	Student 27	52	60	56
28	Student 28	60	56	58
29	Student 29	52	60	56
30	Student 30	52	52	52
Total		16.76	16.55	16.68
Mean		55.87	55.17	55.60

According to the table above, the writer found that the total score that was evaluated by rater 1 was 16.76, and the mean score is 55.87. Meanwhile, the total

score that was evaluated by rater 2 was 16.15 and the mean was 55.17. Both of the raters evaluated the scores on the same procedure. By summing up the score from rater 1 and rater 2 then it was divided into 2, the writer found the total of students' pretest final score from control class was 16.68 and the mean score was 55.60.

Table IV.4
The Distribution of Frequency of Students' Pre-test score in Control Class

Score	Frequency	Percentage (%)
52	5	16.7
54	11	36.7
56	5	16.7
57	1	3.3
58	2	6.7
59	1	3.3
60	4	13.3
62	1	3.3
Total	30	100%

Referring to the table above, it can be seen that there were 5 students who obtained 52 (16.7%), 11 students obtained 54 (36.7%), 5 students who obtained 56 (16.7%), 1 student who obtained 57 (3.3%), 2 students who obtained 58 (6.7%), 1 student who obtained 59 (3.3%), 4 students who obtained 60 (13.3%), and 1 student who obtained 62 (3.3%). it also shows the total frequency was 30. The highest score was 62, while the lowest score was 52.

b. Students' Writing Score on Post Test

Students' writing descriptive paragraph ability in control and experimental class can be seen through the explanation below. The data were gotten after the

researcher used the techniques to the control and experimental class and gave the posttest to the students as the sample.

1. Experimental Class

The students' writing descriptive paragraph score of experimental class on the post test can be seen through the table below :

Table IV. 5
The Students' Post Test Score in Experimental Class

No	Students	Rater 1	Rater 2	Final score
1	Student 1	60	72	66
2	Student 2	68	72	70
3	Student 3	68	72	70
4	Student 4	72	72	72
5	Student 5	76	76	76
6	Student 6	76	76	76
7	Student 7	76	72	76
8	Student 8	76	72	76
9	Student 9	76	72	76
10	Student 10	72	68	70
11	Student 11	76	60	68
12	Student 12	76	68	72
13	Student 13	72	64	68
14	Student 14	64	60	62
15	Student 15	76	56	66
16	Student 16	68	68	68
17	Student 17	72	56	64
18	Student 18	76	60	68
19	Student 19	80	68	74
20	Student 20	72	64	68
21	Student 21	68	60	64
22	Student 22	68	64	66
23	Student 23	72	68	70
24	Student 24	76	72	74
25	Student 25	80	60	70
26	Student 26	76	76	76
27	Student 27	68	72	70
28	Student 28	68	72	70
29	Student 29	80	60	70
30	Student 30	80	56	68
Total		21.88	20.08	21.04
Mean		72.93	66.93	70.13

According to the table above, the writer found that the total score that was evaluated by rater 1 was 21.88, and the mean score was 72.93. Meanwhile, the

total score that was evaluated by rater 2 was 20.08 and the mean was 66.93. By summing up the score from rater 1 and rater 2 then it was divided into 2, the writer found the total of posttest final score from experimental class was 21.04 and the mean score was 70.13.

Table IV.6
The Distribution of Frequency of Students' Post Test Score in Experimental Class

Score	Frequency	Percentage (%)
62	1	2.6
64	2	5.1
66	3	7.7
68	6	15.4
70	8	20.5
72	2	5.1
74	2	5.1
76	6	15.4
Total	30	100%

Referring to the table above, it can be seen that there were 1 student who obtained 62 (2.6%), 2 students who obtained 64 (5.1%), 3 students who obtained 66 (7.7%), 6 students who obtained 68 (15.4%), 8 students who obtained 70 (20.5%), 2 students who obtained 72 (5.1%), 2 students who obtained 74 (5.1%), and 4 students obtained 76 (15.4%). it also shows the total frequency was 30. The highest score was 76, while the lowest score was 62.

2. Control Class

The students' writing descriptive paragraph score of control class on the post test can be seen through the table below:

Table IV. 7
The Students' Post Test Score in Control Class

No	Students	Rater 1	Rater 2	Final score
1	Student 1	65	65	65
2	Student 2	56	65	60
3	Student 3	60	60	60
4	Students 4	65	56	60
5	Student 5	60	54	65
6	Student 6	56	60	58
7	Student 7	65	60	62
8	Student 8	52	64	61
9	Student 9	56	56	56
10	Student 10	65	65	65
11	Student 11	54	60	57
12	Student 12	60	64	65
13	Student 13	60	56	58
14	Student 14	56	52	65
15	Student 15	65	60	62
16	Student 16	52	60	56
17	Student 17	52	52	65
18	Student 18	56	60	58
19	Student 19	56	56	65
20	Student 20	52	56	54
21	Student 21	54	54	58
22	Student 22	60	65	62
23	Student 23	54	60	57
24	Student 24	54	56	55
25	Student 25	56	65	60
26	Student 26	65	52	58
27	Student 27	60	52	62
28	Student 28	60	65	61
29	Student 29	60	60	60
30	Student 30	60	60	60
Total		17.46	17.70	18.10
Mean		58.20	59.00	60.33

According to the table above, the writer found that the total score that was evaluated by rater 1 was 17.46, and the mean score was 58.20. Meanwhile, the

total score that was evaluated by rater 2 was 17.70 and the mean was 59.00. By summing up the score from rater 1 and rater 2 then it was divided into 2, the writer found the total of posttest final score from control class was 1810 and the mean score was 60.33.

Table IV.8
The Distribution of Frequency of Students' Post Test Score in Control Class

Score	Frequency	Percentage (%)
54	1	3.3
55	1	3.3
56	2	6.7
57	2	6.7
58	5	16.7
60	6	20.0
61	2	6.7
62	4	13.3
65	7	23.3
Total	30	100%

Referring to the table above, it can be seen that there were 1 student who obtained 54 (3.3%), 1 student who obtained 55 (3.3%), 2 students who obtained 56 (6.7%), 2 students who obtained 57 (6.7%), 5 students who obtained 58 (16.7%), 6 students who obtained 60 (20,0%), 2 students who obtained 61 (6.7%), and 4 students who obtained 62 (13.3%). 7 student who obtained 65 (23.3%),it also shows the total frequency was 30. The highest score was 65, while the lowest score was 54.

C. The Data Presentation of the Effect of Using Read-Around-Group (RAG) toward students' ability in writing a descriptive Paragraph of the Second Year at MTs Al-Usmaniyah Bagan Batu Rokan Hilir Regency

The following table is the description of pre test and post test for the control and experimental class.

Table V.1
The Students' Pretest and Posttest Score in Control and Experimental Classes

No	Students	Control Class		Gain	Experimental Class		Gain
		Pretest	Posttest		Pretest	Posttest	
1	S1	60	65	5	60	66	6
2	S2	54	60	6	56	70	4
3	S3	59	60	1	60	70	10
4	S4	54	60	6	56	72	16
5	S5	60	65	5	60	76	4
6	S6	54	58	4	56	76	20
7	S7	60	62	2	56	76	20
8	S8	54	61	7	58	76	18
9	S9	54	56	2	54	76	22
10	S10	57	65	8	56	70	20
11	S11	54	57	3	54	68	14
12	S12	62	65	3	64	72	8
13	S13	54	58	4	58	68	10
14	S14	54	65	11	54	62	8
15	S15	58	62	4	56	66	10
16	S16	52	56	4	58	68	10
17	S17	60	65	5	52	64	12
18	S18	54	58	4	62	68	6
19	S19	56	65	9	54	74	20
20	S20	52	54	2	66	68	2
21	S21	54	58	3	56	64	8
22	S22	52	62	10	54	66	12
23	S23	56	57	1	54	70	6
24	S24	52	55	3	60	74	14
25	S25	54	60	6	56	70	14
26	S26	56	58	2	52	76	24
27	S27	56	62	6	52	70	18
28	S28	58	61	3	60	70	10
29	S29	56	60	4	58	70	12
30	S30	52	60	8	60	68	8
Total		16.68	18.10	141	17.12	21.04	366

From the table IV.9, it can be seen that there was actually significant difference between the gain of pre test and post test in control and experimental

classes. In the total score of pretest in control was 16.68. After giving the treatment (three phase technique) in control class, the total score of posttest had improvement, it was 18.10. The gain between total score of pretest and posttest in control class was 141. While, In the total score of pretest in experimental class was 17.12. After giving the treatment (Read-Around-Group) in experimental class, the total score of posttest also had improvement even higher than control class, it was 21.04. The gain between total score of pretest and posttest in experimental class was 366.

D. The Data Analysis

1. The Data Analysis of the Students' Ability in Writing a Descriptive Paragraph before Giving the Treatments to both Experimental Class and Control Class of the Second Year Students at MTs Al-UsmaniyahBaganBatuRokanHilir Regency

The data of the students' pre test in control and experimental class were obtained from the result of their writing ability before giving the treatment. It was to find out the answer of the formulation of problem in this research that how students' ability in writing descriptive paragraph before giving the treatments to both experimental class and control class is. In analyzing the data, the writer used Independent sample t-test. Because, independent sample t-test is used to determine whether there is probably a significant effect between the means of two independent samples.¹ The score can be seen as follows:

¹L.R. Gay and Peter Airasian.*Op cit*, 4

Table V.2
The Scores of Students' Ability in Writing a Descriptive Paragraph
before Giving the Treatment to Both Control Class and Experimental
Class

Student	Score	
	Control	Experimental
S1	60	60
S2	54	56
S3	59	60
S4	54	56
S5	60	60
S6	54	56
S7	60	56
S8	54	58
S9	54	54
S10	57	56
S11	54	54
S12	62	64
S13	54	58
S14	54	54
S15	58	56
S16	52	58
S17	60	52
S18	54	62
S19	56	54
S20	52	66
S21	54	56
S22	52	54
S23	56	54
S24	52	60
S25	54	56
S26	56	52
S27	56	52
S28	58	60
S29	56	58
S30	52	60
Total	16.68	17.12
Mean	55.60	57.07

To analyze the score, the writer used Independent Sample T-test by using SPSS 17 to know the result of hypothesis.

Table V.3
Group Statistics

VAR0002		N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1	30	55.60	2.860	.522
	2	30	57.07	3.473	.634

The mean score of pretest from 30 students in control class was 55.60, the standard deviation and the standard error of the score were 2.860 and .522. While in experimental class, the mean of pre test from 30 students was 57.07, the standard deviation and the standard error of the score were 3.473 and .634.

Table V. 4
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
VA Equal R00 variances 001 assumed	.910	.344	-1.785	58	.079	-1.467	.821	-3.111	-178	
Equal variances not assumed			-1.785	55.940	.080	-1.467	.821	-3.111	-179	

The t score was 1.785, while degree of freedom was 58, significance of the score was 0.79, mean difference and standard error difference were 1.467 and 821. The lower differentiation was 3.111 and the upper differentiation was 178.

By comparing t_o (t-obtained) to t table with df was 58, the level of significance of 5% is 2.00 and the level of significance is 1% was 2.65. Based on the score of t-obtained gathered from SPSS 17, it showed that t_o was lower than t-table. The finding of t_o is 1.785, while the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be read that $2.00 > 1.785 < 2.65$. Thus, the writer can conclude that H_o is accepted and H_a is rejected. In other word, there

is no significant effect of using Read-Around-Group mean score between experimental class and control class.

2. The Data Analysis of the Students' Writing Ability in Writing Descriptive Paragraph after Giving the Treatments to both Experimental Class and Control Class of the Second Year Students at MTs Al-Usmaniyah Bagan Batu Rokan Hilir Regency

The data of the students' post test in control and experimental class were obtained from the result of their writing ability after giving the treatments. It was to find out the answer of the formulation of problem in this research that how students' ability in writing descriptive paragraph after giving the treatments to both experimental class and control class is. In analyzing the data, the writer used Independent sample t-test. Because, independent sample t-test is used to determine whether there is probably a significant effect of using Read-Around-Group strategy toward students' ability in writing descriptive.² The score can be seen as follows:

Table V.5

²L.R. Gay and Peter Airasian. *Op cit*, 484

The Scores of Students' Ability in Writing Descriptive Paragraph after Giving the Treatments to Both Control Class and Experimental Class

Student	Score	
	Control	Experimental
S1	60	66
S2	56	70
S3	60	70
S4	56	72
S5	60	76
S6	56	76
S7	56	76
S8	58	76
S9	54	76
S10	56	70
S11	54	68
S12	64	72
S13	58	68
S14	54	62
S15	56	66
S16	58	68
S17	52	64
S18	62	68
S19	54	74
S20	66	68
S21	56	64
S22	54	66
S23	54	70
S24	60	74
S25	56	70
S26	52	76
S27	52	70
S28	60	70
S29	58	70
S30	60	68
Total	1712	2104
Mean	57.07	70.13

To analyze the score, the researcher used Independent Sample T-test by using SPSS 17 to know the result of hyphotesis.

Table V.6

Group Statistics

VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR0 1	30	57.07	3.473	.634
0001 2	30	70.13	3.998	.730

The mean score of pretest from 30 students in control class was 57.07, the standard deviation and the standard error of the score were 3.473 and .634. While in experimental class, the mean of pre test from 30 students was 70.13, the standard deviation and the standard error of the score were 3.998 and .730.

Table V.7

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
VAR000 Equal 01 variances assumed	.278	.600	-13.514	58	.000	-13.067	.967	-15.002	-11.131	
Equal variances not assumed			-13.514	56.890	.000	-13.067	.967	-15.003	-11.130	

The t score is 13.514, while degree of freedom was 58, significance of the score was 0.00, mean difference and standard error difference were 13.067 and 967. The lower differentiation was 15.002 and the upper differentiation was 11.131.

By comparing t_o (t-obtained) to t table with df was 58, the level of significance of 5% is 2.00 and the level significance of 1% is 2.65. Based on the score of t-obtained gathered from SPSS 17, it shows that t_o was higher than t-table. The finding of t_o was 13.514, while the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be read that $2.00 < 13.514 > 2.65$. Thus, the

writer can conclude that H_0 is rejected and H_a is accepted. In other words, there is a significant effect of using Read-Around-Group (RAG) Strategy toward students' ability in writing descriptive paragraph of the second year at MTs Al-Usmaniyah Bagan Batu Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis and data presentation explained at the chapter IV, the writer concludes that:

1. The students' ability in writing a descriptive paragraph taught by using Read-Around-Group strategy of the second year students at MTsAL-Usmaniyah Bagan Batu Rokan Hilir Regency is better.
2. The students' ability in writing a descriptive paragraph taught without using Read-Around-Group strategy of the second year students at MTs AL-Usmaniyah Bagan Batu Rokan Hilir Regency is low.
3. There is a significant effect of using Read-Around-Group strategy toward students' ability in writing descriptive paragraph of the second year at MTsAL-Usmaniyah Bagan Batu Rokan Hilir Regency.

B. Suggestion

Based on the research findings, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it was found that using Read-Around-Group strategy can give a significant effect to students' ability in writing descriptive paragraph. the suggestions are below:

1. It is hoped that the teachers of MTs AL-Usmaniyah Bagan Batu Rokan Hilir Regency implement this strategy in teaching writing because this strategy can make improvement on students' ability in writing.
2. The teachers should support their teaching activity with the interesting media.
3. The teachers should support their lesson with the curriculum and syllabus
4. For the students, they should have hard effort to improve their writing ability and make a desire to learn English clearly especially in writing a descriptive paragraph.

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